

<b>Course Title: ENGLISH-LANGUAGE ARTS IC</b>	<b>Course Description</b>
<p><b>Course No.</b> 2153                      <b>Grade level:</b> 7-12</p> <p><b>Text and Resource Options:</b>  A. <i>Project Achievement, B; Scholastic</i>  B. <i>Reading For Today III, Text and Workbook; Steck-Vaughn</i></p>	<p><b>Course Value:</b> *One Semester</p> <p><b>Credit Value:</b> 1 – 5 credits</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<ol style="list-style-type: none"> <li>1. <b>Decoding and Word Recognition:</b> Recognize and use knowledge of spelling patterns when reading (2-1.1), decode regular multi-syllable words (3-1.2), read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression (3-1.3).</li> <li>2. <b>Vocabulary and Concept Development:</b> Understand and explain common antonyms and synonyms (2-1.7), use a dictionary to learn the meaning and other features of unknown words (3-1.7), use knowledge of prefixes/suffixes to determine meaning of words (3-1.8).</li> <li>3. <b>Reading Comprehension:</b> Use titles, table of contents, and chapter headings to locate information in expository text (2-2.1), restate facts and details in text to clarify and organize ideas (2-2.5), demonstrate comprehension by identifying answers in text (3-2.3), find the main idea and supporting details in text (3-2.5).</li> <li>4. <b>Literary Response and Analysis:</b> Generate alternative endings to plots, and identify reasons for, and impact of, the alternatives (2-3.2), distinguish among common forms of literature (3-3.1), determine what characters are like by what they say/do and by how the author portrays them (3-3.3), determine the underlying theme or author’s message in fiction and non-fiction text (3-3.4).</li> <li>5. <b>Writing Strategies:</b> Create a single paragraph that develops a topic sentence and includes simple supporting facts and details (3-1.1), revise original drafts to improve sequence and provide more descriptive detail (2-1.4).</li> <li>6. <b>Writing Applications:</b> Write narratives that provide a context in which action takes place, include detail to develop the plot, and provide insight as to why this incident is memorable (3-2.1), write personal and formal letters, thank you notes and invitations that consider the audience, purpose and context and include the date, proper salutation, body, closing and signature (3-2.3).</li> <li>7. <b>Written and Oral English Language Conventions:</b> Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences (2-1.1), identify and use various parts of speech (2-1.2), use quotation marks correctly (2-1.4), follow capitalization rules (2-1.5,3-1.7), identify and use subject/verb agreements (3-1.2), arrange words in alphabetical order (3-1.9), spell frequently used, irregular words correctly (2-1.6).</li> <li>8. <b>Listening and Speaking:</b> Retell, paraphrase, and explain what a speaker has said (3-1.1), retell stories, including characters, setting, and plot (2-1.8).</li> </ol>	<p>This literature-based curriculum will integrate written and oral language skills, reading comprehension, and literary analysis using various literary genres. Writing and grammar assignments will be based on the individual needs of the students as determined by the teacher.</p> <p>The purpose of this course is to help students master many of the foundational skills and standards that are required to pass the English-Language Arts portion of the California High School Exit Examination.</p> <p>*Open entry/open exit</p>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student’s work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>

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Course Outline: 2153

**I. Textbook Assignment Options:**

A. *Project Achievement, B* (2.5 credits)

- Units I and II: Read and complete all exercises and activities.

B. *Reading For Today, III* (2.5 credits)

- Read and complete all exercises in the textbook.
- Read and complete all exercises in the workbook as you progress through the textbook.
- Complete one of the extension activities listed below.

C. *A Different Home* (2.5 credits)

- Read the novel.
- Complete the comprehension questions.
- Complete one of the extension activities listed below for *Magic Paper*.

**II. Extension Activity Options:**

A. *Reading For Today, III* (select 1)

1. Select one of the readings from the textbook and write at least 1 paragraph about why the story is important and why you enjoyed reading it. Use Writing Rubric RL I.
2. Select one of the readings from the textbook and create a 3-slide PowerPoint presentation report that includes at least one clip art or picture from the Internet.
3. Select one of the readings from the textbook and write a letter of at least 1-paragraph to the author telling him/her about why you enjoyed or did not like the reading. Use Writing Rubric N I.
4. Teacher generated activity, approved by the site administrator.

B. *A Different Home* (select 1)

1. The Six Pillars of Character are Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Pick one of the Six Pillars of Character. Then describe, in 1 paragraph, how Mario demonstrated that characteristic in the novel.
2. At the beginning of the novel, Mario is unsure about going to the United States. Write a 1 paragraph essay and persuade someone why it would be a good idea to come to the United States. Remember to include reasons and evidence.
3. Using the United States Immigration Website (<http://www.usimmigrationbureau.org/citizenship.html>), research what steps a person must take to become a United States citizen. Write a 1 paragraph essay that describes the steps of the process.
4. Teacher generated activity, approved by the site administrator.

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### **III. Evaluation**

- See your teacher for a unit test.
- All writing assignments must meet the proficient level of the writing rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.